

2010 AP[®] ENGLISH LANGUAGE AND COMPOSITION FREE-RESPONSE QUESTIONS

Question 2

(Suggested time—40 minutes. This question counts for one-third of the total essay section score.)

Benjamin Banneker, the son of former slaves, was a farmer, astronomer, mathematician, surveyor, and author. In 1791 he wrote to Thomas Jefferson, framer of the Declaration of Independence and secretary of state to President George Washington. Read the following excerpt from the letter and write an essay that analyzes how Banneker uses rhetorical strategies to argue against slavery.

Line
5 Sir, suffer¹ me to recall to your mind that time in which the arms and tyranny of the British Crown were exerted with every powerful effort in order to reduce you to a State of Servitude, look back I entreat you on the variety of dangers to which you were exposed; reflect on that time in which every human aid appeared unavailable, and in which even hope and fortitude wore the aspect of inability to the conflict and you cannot but be led to a serious and grateful
10 sense of your miraculous and providential preservation; you cannot but acknowledge that the present freedom and tranquility which you enjoy you have mercifully received and that it is the peculiar blessing of Heaven.

15 This sir, was a time in which you clearly saw into the injustice of a state of slavery and in which you had just apprehensions of the horrors of its condition, it was now, sir, that your abhorrence thereof was so excited, that you publicly held forth this true and
20 valuable doctrine, which is worthy to be recorded and remembered in all succeeding ages. "We hold these truths to be self-evident, that all men are created equal, and that they are endowed by their creator with certain unalienable rights, that among these are life,
25 liberty and the pursuit of happiness."

Here, sir, was a time in which your tender feelings for yourselves had engaged you thus to declare, you were then impressed with proper ideas of the great

30 valuation of liberty and the free possession of those blessings to which you were entitled by nature; but, sir, how pitiable is it to reflect that although you were so fully convinced of the benevolence of the Father of mankind and of his equal and impartial distribution of those rights and privileges which he had conferred
35 upon them, that you should at the same time counteract his mercies in detaining by fraud and violence so numerous a part of my brethren under groaning captivity and cruel oppression, that you should at the same time be found guilty of that most
40 criminal act which you professedly detested in others with respect to yourselves.

Sir, I suppose that your knowledge of the situation of my brethren is too extensive to need a recital here; neither shall I presume to prescribe methods by
45 which they may be relieved, otherwise than by recommending to you and all others to wean yourselves from those narrow prejudices which you have imbibed with respect to them and as Job² proposed to his friends, "put your souls in their souls
50 stead," thus shall your hearts be enlarged with kindness and benevolence towards them, and thus shall you need neither the direction of myself or others, in what manner to proceed herein.

² In the Bible, Job is a righteous man who endures much suffering.

¹ allow

AP[®] ENGLISH LANGUAGE AND COMPOSITION

2010 SCORING GUIDELINES

Question 2

General Directions: This scoring guide will be useful for most of the papers you read. If it seems inappropriate for a specific paper, ask your Table Leader for assistance. Always show your Table Leader books that seem to have no response or that contain responses that seem unrelated to the question. Do not assign a score of 0 or – without this consultation.

Your score should reflect your judgment of the paper's quality as a whole. Remember that students had only 40 minutes to read and write; the paper, therefore, is not a finished product and should not be judged by standards appropriate for an out-of-class assignment. Evaluate the paper as a draft, making certain to reward students for what they do well.

All papers, even those scored 8 or 9, may contain occasional lapses in analysis, prose style, or mechanics. Such features should enter into your holistic evaluation of a paper's overall quality. In no case should you score a paper with many distracting errors in grammar and mechanics higher than a 2.

9 Papers earning a score of 9 meet the criteria for 8 papers and, in addition, are especially sophisticated in their argument, thorough in their development, or impressive in their control of language.

8 Effective

Papers earning a score of 8 **effectively** analyze* how Banneker uses rhetorical strategies to argue against slavery. They develop their analysis with evidence and explanations that are appropriate and convincing, referring to the passage explicitly or implicitly. The prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 Papers earning a score of 7 fit the description of 6 papers but provide more complete explanation, more thorough development, or a more mature prose style.

6 Adequate

Papers earning a score of 6 **adequately** analyze how Banneker uses rhetorical strategies to argue against slavery. They develop their analysis with evidence and explanations that are appropriate and sufficient, referring to the passage explicitly or implicitly. The writing may contain lapses in diction or syntax, but generally the prose is clear.

5 Papers earning a score of 5 analyze how Banneker uses rhetorical strategies to argue against slavery. The evidence or explanations used may be uneven, inconsistent, or limited. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.

4 Inadequate

Papers earning a score of 4 **inadequately** analyze how Banneker uses rhetorical strategies to argue against slavery. These papers may misunderstand the passage, misrepresent the strategies Banneker uses or may analyze these strategies inaccurately. The evidence or explanations used may be inappropriate, insufficient, or less convincing. The prose generally conveys the writer's ideas but may be less consistent in controlling the elements of effective writing.

3 Papers earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in analyzing Banneker's use of rhetorical strategies to argue against slavery. They are less perceptive in their understanding of the passage or Banneker's strategies, or the explanation or examples may be particularly limited or simplistic. The papers may show less maturity in control of writing.

2 Little Success

Papers earning a score of 2 demonstrate **little success** in analyzing how Banneker uses rhetorical strategies to argue against slavery. These papers may misunderstand the prompt, misread the passage, fail to analyze the strategies Banneker uses, or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The prose often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of control.

1 Papers earning a score of 1 meet the criteria for a score of 2 but are undeveloped, especially simplistic in their explanation, or weak in their control of language.

- 0 Indicates an on-topic response that receives no credit, such as one that merely repeats the prompt.
– Indicates a blank response or one that is completely off topic.

* For the purposes of scoring, analysis refers to identifying features of a text and explaining how the author uses these to develop the meaning or to achieve a particular effect or purpose.

"Remembering is key, to remember is to never forget." In Benjamin Banneker's letter to Thomas Jefferson and George Washington, he argues against slavery. His argument is seen in his strong manner, and solemn tone. Banneker's style is portrayed using personification, parallelism, and allusions.

Benjamin Banneker personifies nature, by saying "... the free possession of those blessings to which you were entitled by nature." This is said, to show that good things come from nature, and everyone should use what is around them. The author also states "wear yourselves from those narrow prejudices which you have imbibed with respect to them." This shows that he wants people to see African Americans as people, from the inside, not the outside. Banneker wants everyone to be accepted, this is seen when he says "Thus shall your hearts be enlarged with kindness and benevolence towards them."

Parallelism is often used to capture the reader's attention at a certain place in a work. This is the case in the letter from Benjamin Banneker. He uses the first paragraph to grab the reader's attention by saying "Reflect on that time in which every human aid appeared unavailable, and in which ever hope and fortitude wore the aspect..." Banneker uses parallelism again later on the paragraph by stating "You cannot but be let... you cannot but acknowledge that the present freedom..." Both examples of parallelism are used so the reader will remember, if nothing else, those very lines.

Referring back to something that happened earlier in history,

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or some place in history, captures a reader, and helps them relate to the author of the writing. And that it is the peculiar blessing of Heaven." This refers to Heaven, the place, as a means of ~~so~~ holy grounds and place where everyone would like to eventually end up. The author also alluded to the Bible, when he said "With respect to them and as Job proposed to his friends," He uses this because he is saying, that Job was in the position as some white people. And, instead of him looking down on them, he put himself in their shoes. Thus, he treated them how he wanted to be treated. If Job could do, everyone else can.

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In this letter to Jefferson there are many rhetorical strategies. This man is speaking out against slavery with passion and a very professional tone, which is a rhetorical strategy along with allusion and quotations.

In line 21 Banneker quotes the Declaration of Independence, which was written by ~~the~~ Thomas Jefferson. "~~but~~ We hold these truths to be self-evident, that all men are created equal, and that they are endowed by their creator with certain unalienable rights, that among those are life, liberty and the pursuit of happiness." Banneker is saying that Jefferson knew when he wrote this that slavery is wrong and that is why he wrote it.

In line 48 Banneker uses allusion. Job was a man in the bible that had everything taken away from him. He lost all of his money, his house, his family died, Job got a disease. And by the end of the story he is sitting ~~in~~ naked in a pile of ash. The moral is Job stayed faithful to God through all of this but that is not the point in this letter. Job told his friends "Put your souls in their shoes", meaning put yourself in their shoes. And that is what Banneker is telling Jefferson.

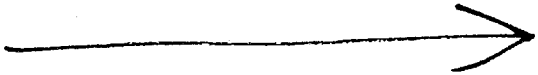
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I1

Benjamin Banneker, slave, farmer, astronomer, and author - characterizes the injustices of slavery through two main methods alone: ~~ethos~~ ^{ethos} and logos. Here was a man of great distinction, and also of great standing; the great Thomas Jefferson. And there was a man who stood, merely an African American of his times, if not a slave then certainly seen by others as one. Banneker aptly argues his points not simply through ~~ethos~~ ^{ethos} and logos, but also through use of repetition and historical and biblical allusion.

Banneker's ~~appeal~~ ^{appeal to} emotion arose almost towards the end of the first sentence: "look back, I entreat you on the variety of dangers to which you were expose...." Banneker was obviously well-read; he knew Thomas Jefferson as a body of political and moral right, who risked treason several times in the name of American freedom and justice. With this knowledge, Banneker was able to formulate a background and relationship for discussion. And on these grounds, Banneker was able to regard Jefferson as almost an equal, through ^{repeated} use of the word "sir." In each newly-formed paragraph, he starts by prefacing his statements with the title, & writing such things as "This sir," or "Here, sir," or "Sir, I suppose..."

The author was able to further his use of ethos by appealing ^{to Jefferson's} ~~and author~~ "tender feelings" for himself, which led him to declare that he had "proper ideas of the great valuation of liberty." Ethos, curiously enough, also led ^{Banneker} ~~Banneker~~ into appealing to logic, logos. In ~~the~~ first two paragraphs, where the writer employed various forms of historical allusion of suppression by the British, Jefferson was portrayed as a man destined for slavery, for ^{an} eternal state of servitude. Then we notice that Banneker curiously flips this argument into a criticism of slavery. Slavery, he asserts, is a form of being that Jefferson fought tooth and nail against,



Question 2

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so how is it logical to imprison others by these very means? Banneker directly quoted the Declaration of Independence in his ~~defence~~ defence, saying "We hold these truths to be self-evident, that all men are created equal, and that they are endowed by their creator with certain inalienable rights, among these are life, liberty and the pursuit of happiness." Once a logical argument against the British, Banneker uses the document as a means to produce a logical argument against slavery.

In appealing to logic, Banneker employs the use of repetition again, stating "sir, how pitable ~~it~~ is it that although you... that you should at the same time... that you should at the same time be found guilty of that most criminal act which you professionally detested in others with respect to yourself." Through use of repetition, Banneker is able to hammer his points home, that it is paradoxical, ironic, and hypocritical that one whose eyes are so keen with liberty falls short of providing ~~the~~ freedom to his own peers.

As a whole, Banneker very successfully appealed to Jefferson in that ~~he~~ ^{he} turned many of Jefferson's beliefs against him. Did he believe in slavery? No, but he practiced it himself. Did Jefferson state that all men are created equal? Yes, but somehow ^{God's universal} ~~the~~ laws of equality don't apply to some people. In reality, Banneker did ^{indeed} ~~even~~ "suffer," through slavery and injustice. And his appeals to Thomas Jefferson surely can be characterized by ^{emotion} ~~emotion~~ and logic.

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2010 AP[®] ENGLISH LANGUAGE AND COMPOSITION FREE-RESPONSE QUESTIONS

Question 3

(Suggested time—40 minutes. This question counts for one-third of the total essay section score.)

In his 2004 book, *Status Anxiety*, Alain de Botton argues that the chief aim of humorists is not merely to entertain but “to convey with impunity messages that might be dangerous or impossible to state directly.” Because society allows humorists to say things that other people cannot or will not say, de Botton sees humorists as serving a vital function in society.

Think about the implications of de Botton’s view of the role of humorists (cartoonists, stand-up comics, satirical writers, hosts of television programs, etc.). Then write an essay that defends, challenges, or qualifies de Botton’s claim about the vital role of humorists. Use specific, appropriate evidence to develop your position.

STOP

END OF EXAM

AP[®] ENGLISH LANGUAGE AND COMPOSITION

2010 SCORING GUIDELINES

Question 3

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9 Papers earning a score of 9 meet the criteria for 8 papers and, in addition, are especially sophisticated in their argument, thorough in their development, or particularly impressive in their control of language.

8 Effective

Papers earning a score of 8 **effectively** defend, challenge, or qualify de Botton's claim about the vital role of humorists. The evidence and explanations used are appropriate and convincing, and the argument is especially coherent and well developed. The prose demonstrates a consistent ability to control a wide range of the elements of effective writing but is not necessarily flawless.

7 Papers earning a score of 7 fit the description of 6 papers but provide a more complete explanation, more thorough development, or a more mature prose style.

6 Adequate

Papers earning a score of 6 **adequately** defend, challenge, or qualify de Botton's claim about the vital role of humorists. The evidence and explanations used are appropriate and sufficient, and the argument is adequately developed and coherent. The writing may contain lapses in diction or syntax, but generally the prose is clear.

5 Papers earning a score of 5 defend, challenge, or qualify de Botton's claim about the vital role of humorists. The evidence or explanations used may be uneven, inconsistent, or limited. The writing may contain lapses in diction or syntax, but it usually conveys the writer's ideas.

4 Inadequate

Papers earning a score of 4 **inadequately** defend, challenge, or qualify de Botton's claim about the vital role of humorists. The evidence or explanations used may be inappropriate, insufficient, or less convincing. The argument may be inadequately developed or have lapses in coherence. The prose generally conveys the writer's ideas but may be less consistent in controlling the elements of effective writing.

3 Papers earning a score of 3 meet the criteria for a score of 4 but demonstrate less success in defending, challenging, or qualifying de Botton's claim about the vital role of humorists. The papers may show less maturity in control of writing.

2 Little Success

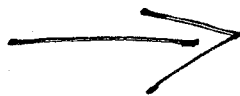
Papers earning a score of 2 demonstrate **little success** in defending, challenging, or qualifying de Botton's claim about the vital role of humorists. These papers may misunderstand the prompt, or substitute a simpler task by responding to the prompt tangentially with unrelated, inaccurate, or inappropriate explanation. The prose often demonstrates consistent weaknesses in writing, such as grammatical problems, a lack of development or organization, or a lack of coherence and control.

1 Papers earning a score of 1 meet the criteria for a score of 2 but are undeveloped, especially simplistic in their explanation and argument, or weak in their control of language, or especially lacking in coherence and development.

- 0 Indicates an on-topic response that receives no credit, such as one that merely repeats the prompt.
- Indicates a blank response or one that is completely off topic.

While many people have strong opinions, few have the ~~will~~ to courage to express them at will. Few, that is, except humorists. The best comedy has truth in it, so the saying goes, and it couldn't be more true. I have found myself laughing much more about while watching David Cross satirize American politics than while watching pointless comedy. Although ~~was~~ others do give opinions in the newspaper and on blogs, humorists reach a much larger audience. Humorists are vital because of the openness of their opinions, and the wide-stretching audience which they target.

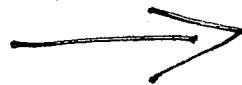
America, the land of free speech, would not be so free if radical opinions weren't presented. To hear David Cross discuss the numerous negatives of religion could be described only as radical. The subject of religion is taboo for all but two groups: comedians and churches. This truly gives our society a full spectrum, and keeps people thinking. Through



humor, comedians make many social statements that would otherwise be left unsaid. Humorists are vital, to keep our society diverse.

The next subject that humorists often tackle is politics. Jon Stewart and Stephen Colbert make politics humorous every night, but ~~at~~ always by pointing out truths. They say many things that others are too scared to say, and that is just what our nation needs. Without diverse opinions, what would our society be? There are many political comedians, and this allows people to think without ~~only~~ hearing a president's rhetorical masterpiece. Politics is a subject that would be empty without humorists.

Not only do ~~com~~ humorists tackle subjects others are unwilling to, they make people interested in subjects they'd otherwise avoid. An apathetic young voter might not even go to the polls if not made to think by an expert humorist.



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on this page as it is designated in the exam.

CC₃ 3

Society needs diversity, and this is exactly what humorists provide. By delving into unexplored subjects and making common subjects interesting, humorists truly provide a backbone for our society.

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Q₁

QUESTION
3

Some humorous things are out of control. They get away ~~away~~ with saying a lot of inappropriate things and I'm referring to comedians. Comedians say things that society wouldn't be able to get away with. Some jokes or cartoons are out of control and the comedian or producer never pay the price for them or face consequences. They make jokes out of practically anything.

They should start facing consequences or put a limit to where the joking should stop. They should have a list of things to joke about. This would prevent out of hand joking and cartoons. This would help society out a lot. The out of hand jokes and cartoons have to stop somewhere.

#

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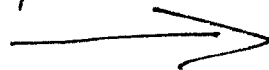
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B₁

Alain de Botton is absolutely correct that humanists serve a vital function in society; they are able to criticize where others cannot and manage to point out societal or individual flaws while being relatable, and somewhat non-threatening. Humor ~~can~~ serves as a way to criticize indirectly, ~~making~~ making it more difficult to discredit or refute ~~the~~ ideas.

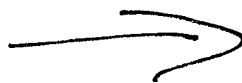
Cartoonists are especially poignant in their indirect attacks, but because they don't use words, it is harder to refute them, and thus they can say more. Political or social cartoons criticize ~~indirectly~~ indirectly - instead of coming out and ~~saying~~ stating the issue, they leave it implied. Instead of saying that a politician is corrupt, they can depict a politician greedily eyeing a bag of money. Or instead of saying that a reform is too ~~socialist~~ ^{communist-like}, they can depict it while a red flag blows in the background. The point that they are making is clear, but up to the individual to analyze and understand. This makes it harder for people to ~~take~~ take offense or ~~refute~~ refute; it's easier to argue words that have a ~~definite~~ definite meaning than it is to argue with something that is implied, and therefore not definite. And that's why cartoonists can go where other people can't - their criticisms have a much stronger, harder to discredit voice.

Also, written humor can be a very effective critique because



it challenges, without ever actually ~~having~~ having to state the issue. Take for example, A Modest Proposal by Jonathan Swift, which ~~is~~ satirically suggests a plan for eating Irish babies. Taken at face value, this ~~is~~ is ridiculous and horrifying. However, when investigated more closely, Swift is actually criticizing the English for their abuses against the Irish, and their dehumanizing of the Irish people. His plan to eat all the babies as a viable solution for the "Irish problem" is intentionally ridiculous because it serves to magnify the issue of how the Irish are treated. The implied message is that the English are unjust and that they don't value the Irish life, which is unethical and prejudiced. But instead of coming out and saying that, he implies a comparison between ~~the ethics of~~ the ethics of ~~the~~ eating babies and the ethics of abusing Irish people. ~~By~~ By doing so, he makes the English seem like great oppressors, but because he doesn't actually say so, it is difficult to dismiss or argue with his point.

Stated humor is similarly difficult to refute, and because criticisms are made with the intent of being over-the-top and absurd, they can send a strong message. During the recent presidential elections, candidates were continuously mocked on SNL, and they as individuals were attacked. Sara Palin, for example, was imitated on a weekly basis; Tina Fey ~~made~~ made ~~her~~ her into a ~~caricature~~ caricature by taking things ~~Palin~~ Palin said or did and ~~re-enacted~~ re-enacted them, delivering her words in a way that made her seem unintelligent.



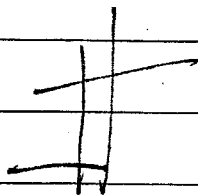
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B3

Write in the box the number of the question you are answering on this page as it is designated in the exam.

Never did anyone come out and say that she was dumb, but by imitating her, using her own words ^{or ideas} but twisting meanings, via ~~imitation~~ and general delivery, Palin was portrayed as ditzzy and unsuited to be president. Had SNL instead come out and said, "She's an idiot," Palin would have been able to defend herself, citing education or ~~unlettered~~ ^{unlettered} merits she possessed, but she could do little to combat humor. She couldn't combat an image, only words.

~~Humor~~ Humor has always been a way of relating ideas to people. The common person can understand humor, and knowingly or unknowingly they can get a serious message from it. But because the message is hidden behind a humorous veil, it can be so much bolder and dangerous. It's easy to understand, but harder to refute, which makes it an effective ~~way~~ method of criticism, which can then be channelled into change. Humourists are so important in society because they are ~~containers~~ vessels of change in a way that ~~allows~~ ~~no one~~ ~~or~~ ~~else~~ ~~or~~ they relate ideas, even the blindest ideas, with implied messages, and facilitate an opinion or critique that spur revolution or change.



A Guide to Holistic Scoring

1. Once you have internalized the scoring guide, read for an impression of the whole paper and score immediately. Do not reread or analyze.
2. Read the entire paper. The writing sometimes improves dramatically as the writer continues, and it sometimes falls apart after the opening paragraph.
3. Read supportively. Try to reward what is done well, rather than search for small errors or omissions.
4. Take everything in the paper into account: content, organization, diction, sentence structure, spelling—everything.
5. Try to ignore handwriting. If the handwriting is too illegible to permit a rapid, holistic reading, give the paper to your Table Leader who will, if necessary, give the paper to the Question Leader.
6. Do not judge a paper by its length. Some short papers are good, and some long papers are poor.
7. Remember that the use of a literary example does not make an argument inherently better than a paper that uses examples from other sources.
8. Use the full scale; in the papers to be scored, there will be “1” and “9” papers.
9. Remember that each score category represents a range (a high “3,” a solid “3,” and a low “3,” for example).
10. Remember that each paper is essentially a first draft written under stressful test conditions in a limited amount of time.
11. Remember that an unfinished, but developed, paper should not be penalized for lacking a conclusion.
12. Remember that the “9” paper need not be a polished or perfect essay.
13. Remember that any paper that addresses the topic is considered on topic and should be scored. A paper should not be penalized for a tangential/unusual approach to the topic. It should be scored on its own merits and on the logic of its argument developed in response to the topic as the writer interprets it.
14. Remember that the standards are set by consensus. Individual Readers are expected to accept and follow those standards, setting aside their individual or local scoring standards.
15. Remember that to the writer of the paper, the ideas expressed are fresh and original. Unlike the Readers, the writer has not already read a hundred papers that begin just like the one currently being scored.